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ABSTRACT

The resource guide is intended to introduce a sample of relevant literature to professionals interested in bilingual special education. Section I lists bibliographical citations and brief summaries for 16 position papers. The next section addresses reports of research completed (19 studies), while section III lists brief information summaries (project title and names of contact persons) for 14 projects in progress. The largest section of the book is the fourth, which provides information on the following types of resources: organizations, computer searches, published materials, additional contact persons, university training programs, parallel analysis of state bilingual and special education requirements, a survey of California district programs and a self assessment checklist. (CL)

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RESOURCE GUIDE FOR LINGUISTICALLY AND CULTURALLY DIFFERENT PUPILS WITH EXCEPTIONAL NEEDS

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PREFACE

This Resource Guide is intended to introduce professionals interested in bilingual special education to a sample of relevant literature. We have not attempted to include all documents published regarding this topic. Rather we have selected what seem to us to be some of the most germane works covering empirical research in progress, completed research projects, position papers, and a brief listing of resources available to professionals in the field. At this time, the Guide is a working document: The position papers and research sections of the annotated bibliography will be updated annually.

It is our hope that this selection of references will be helpful to planners of bilingual special education programs in the public schools. We encourage you to contact us at the NCBR, as our staff and those of us working with the Handicapped Minority Research Institute are committed to providing appropriate education to bilingual exceptional students.

I. Position Papers

Baca, L. Policy options for insuring the delivery of an appropriate education to handicapped children who are of limited English proficiency. Reston, VA: CEC, 1980. (ERIC Document #199963.)

This paper examines policy issues relative to providing appropriate education to limited English proficient handicapped students. It includes a definition of terms, historical overview, a discussion of legal background and effectiveness of bilingual education, as well as presentation of significant issues in program development, and a summary of current requirements and policy options.

Bailey, D. B., & Harbin, G. L. Nondiscriminatory evaluation. Exceptional Children, 1980, 46, 590-596.

This paper describes several approaches to reducing bias in assessment and placement of children with special needs: Non-biased assessment procedures; adaptive behavior scales; criterion-referenced measures; and local or special group norms for interpretation of test results are discussed.

Bergin, V. Special education needs in bilingual programs. Rosslyn, VA: National Clearinghouse for Bilingual Education, 1980.

This document describes the recent legal and educational developments related to the child whose English proficiency is limited, as well as projects that have been implemented around the country for the bilingual special education child.

Bryen, D. N. Special education and the linguistically different child. Exceptional Children, 1974, 40, 589-599.

This paper explores linguistic difference & linguistic deficit models as possible explanations of the verbal behavior of linguistically different children. Educational implications of each model are also discussed.

Carpenter, L. J. Bilingual special education: An overview of issues. Los Alamitos, CA: NCBR, 1983.

This paper identifies issues relevant to bilingual special education by addressing legal bases, definitions of the population, prevalence of handicapping conditions in minority children, assessment and placement practices, and instructional programs and exit criteria. Each area is discussed in

terms of bilingual education, special education, and the hybrid field of bilingual special education. Gaps in our knowledge regarding bilingual special education are identified, and directions for future research are suggested.

Carrasquillo, A. New directions for special education through a bilingual bicultural approach. Paper presented at the Annual International Convention, The Council for Exceptional Children, Atlanta, GA, 1977. (ERIC Document #ED139173.)

This paper describes the bilingual education program for special education student teachers at Fordham University. It discusses various cognitive and affective skills which a bilingual special education program must offer to prospective teachers. Included are explanations of four aspects of the program (cultural sensitivity, reading, oral English, and grouping techniques), identification of areas of competency (measurement and diagnostics, curriculum skills, instructional methodology skills, classroom management skills, and professional skills), and lists of specific skills in reading and language arts and second language acquisition.

Figueroa, R. A. Intersection of special education and bilingual education. In J. E. Alatis (Ed.), Current issues in bilingual education. Washington, DC: Georgetown University Press, 1980.

This paper suggests that, although the intersection of bilingual education and special education is limited, striking similarities exist between their respective programs. Federal legislation and court litigation responding to the needs of handicapped and limited-English speaking children are summarized. The paper discusses approaches to non-biased assessment, defines other areas needing attention and recommends improvements in due process, diagnosis and assessment, personnel competencies and IEP's. It is concluded that without timely and substantial efforts toward bringing bilingual and special education into greater collaboration, court interventions will continue to define their intersection.

Gallegos, R. L., Garner, A. Y., & Rodriguez, R. C. Bilingual/bicultural education--special education: An interface. Paper presented at the Annual International convention for the Council for Exceptional Children. Philadelphia, April, 1980. (ERIC Document #187081.)

This paper addresses two basic issues related to the education of bilingual/bicultural handicapped children: Proper assessment and appropriate classroom placement, and

the provision of educational services which adequately meet the linguistic and cultural needs of the handicapped minority child. Relevant historic litigation and its impact on current special education programming is summarized. Bilingual/bicultural considerations are explored, examined, and related to the needs of the exceptional bilingual child.

Greenlee, M. Specifying the needs of a "bilingual" developmentally disabled population: Issues and case studies. NABE Journal, 1981, 6, pp. 55-76.

This paper reviews literature related to linguistic and cognitive assessment of children whose home language is not English. Issues identified include criteria for labeling minority children cognitively deficient, the relationship between bilingualism and cognitive development, acquisition of Spanish and English by bilingual children, and the design of programs for children from non-English speaking background who are also experiencing developmental disability. Sketches of three bilingual children with developmental problems as well as diverse sets of abilities are presented.

Landurand, P. Bridging the gap between bilingual and special education. Reston, VA: CEC, 1980. (ERIC Document #ED191 253.)

This report includes three papers on the exceptional bilingual child and summaries of 22 bilingual/bicultural special education federally funded training programs. The first paper, "Bilingual Special Education Report" by P. Landurand, describes Massachusetts' Bilingual Special Education Project (BISEP) which has cooperated with regional education centers in developing a clearinghouse, resource directory, and training workshops for school personnel. The second paper, "The Illinois Resource Center: A Model Program for the Provision of Support Services" by N. Dew and R. Perlman, describes the activities of a state resource center in the areas of inservice, publication and dissemination, and teacher training. The third paper, "Mainstreaming Inservice Project for Children of Limited English Speaking Ability" by A. Schuhmann and M. Napoliello, reviews a program at Kean College, New Jersey, for special education, bilingual education, and teachers of English as a second language. The 22 project descriptions concluding the paper provide a brief summary of each project as well as the name and address of a contact person.

Mowder, B. A. A strategy for the assessment of bilingual handicapped children. Psychology in the Schools, 1980, 17(1), 7-11.

Because of current federal legislation, educators must assess children with possible handicapping conditions and plan an individual education program for each child with a special need. This paper discusses past measurement directions and makes recommendations for the assessment of bilingual, culturally different children.

Omark, D. R., & Erickson, J. G. (Eds.). The bilingual exceptional child. San Diego, CA: College Hill Press, 1983.

This book is intended to help non-minority professionals become sensitive to the linguistic and cultural needs of minority exceptional children. It is divided into 3 sections: The first section introduces basic issues and conceptualizations regarding bilingual exceptional children, including assessment procedures in speech, language, hearing, social, and cognitive areas. The second section presents specific exceptionalities ranging from handicapped to gifted, within various linguistic and cultural groups. The third section presents information regarding national organizations, alternative models, and program evaluation.

Ochoa, A. M., & Hurtado, J. (Eds.). Special education and the bilingual child. San Diego, CA: National Origin Desegregation Lau Center, San Diego State University, 1982.

This document includes papers presented at a conference sponsored by the San Diego NOD Lau Center in Pasadena, CA, in December 1981. The goals of the conference included shared responsibility and coordination across programs, increasing understanding of language minority students who have special needs, strengthening staff skills, and increasing parental involvement in special education programs for language minority students. Sixteen papers address topics such as identification of language minority students with exceptional needs, use of interpretors and translators, application of a bilingual instructional framework to special education, developing bilingual individualized educational plans for language minority students, and use of state and federal agency resources.

Rodriguez, R. C., Cole, J. J., Stile, S. W., & Gallegos, R. L. Bilingualism and biculturalism for the special education classroom. Teacher Education and Special Education, 1979, 2, pp. 69-74.

This paper presents a plan of action to assist special educators in their interactions with Hispanic handicapped children and the parents of these children. It is suggested that teachers should develop competencies for working with minority handicapped children in the areas of sociological

and historical awareness, parental and community inclusion, communication in Spanish, and bilingual/bicultural special education curricula in art, language arts, and vocabulary.

Tempes, F. A theoretical framework for bilingual instruction: How does it apply to students in special education? Sacramento, CA: California State Department of Education, Office of Bilingual Bicultural Education, 1982.

This paper describes an empirically supported theoretical rationale for the education of limited English proficient students and examines some tentative implications of that theoretical viewpoint for the education of LEP pupils who require special education services.

Vasquez, M. Questions and answers on bilingual and special education. Sacramento, CA: California State Department of Education, Offices of Special Education and Bilingual Bicultural Education, n.d.

This paper is a draft of a document that addresses a few significant questions currently asked by educators. Issues covered include major requirements for special education under state and federal laws and regulations; major requirements of AB 507; sections of special education and bilingual education law that are similar and possible implementation of these sections; fiscal resources that can be used for LEP children who are also eligible for special education services; and parallel requirements of state bilingual education and special education programs. This document is a draft and is therefore not available for dissemination. However, any questions regarding these issues may be sent to the author at California State Department of Education, Local Assistance Unit, Office of Special Education, 721 Capitol Mall, Room 636, Sacramento, CA 95814.

II. RESEARCH COMPLETED

Belz, H. F. Assessing learning disabilities in terms of cultural background.

This study, funded by the California State Department of Education, is an intermediate step in the on-going development of a culture-fair model for assessing the learning and behavior problems of adolescents. In this model, diagnosis is re-centered from the traditional focus on variables assumed to lie within the youth to a focus on youth as a person who is developing within a total "learning space." The learning space is defined as a set of interacting role-relations which includes marital and ethnic status of the parents, sex-typing of the student and other family members, the student's ordinal place, and the father's occupation. Information not only about the student but also about the specific cultural and social patterns being transmitted to the student is thus systematically sought and evaluated. This study has been completed. For further information contact Lalit Roy, Consultant, Office of Special Education, Department of Education, 721 Capitol Mall, Sacramento, CA 95814, (916) 232-4779.

Bruck, M., Rabinovitch, M., & Oates, M. The effects of French immersion programs on children with language disabilities: A preliminary report. Working papers on bilingualism, No. 5. Toronto: Ontario Institute for Studies in Education, Bilingual Education Project, 1975. (ERIC Document #125242)

This preliminary report describes an ongoing investigation begun in September 1970 of how Anglophone children with language-learning disabilities fare in French immersion programs. Their progress has been followed from Kindergarten to Grade 3, with positive preliminary results. The children have learned to read in both English and French; their school achievement is adequate; and they can understand as well as communicate in their second language with some facility. Furthermore, their first language acquisition does not appear to have been retarded by this educational experience. This report is considered preliminary due to the small number of children studied. But it is hoped that in several years the size of the experimental group will have increased enough to warrant drawing more general conclusions than is presently possible.

Bruck, M. The suitability of early French immersion program for the language disabled child. Ottawa, Ontario: Department of the Secretary of State, 1978. (ERIC Document #ED153460)

This is the second report of a longitudinal project, initiated in 1970, in which children with and without language problems are identified in French immersion and English kindergartens and

closely monitored to the end of grade 3. This study investigates the desirability of early French immersion program for English-speaking children with language learning disabilities. The primary focus of the research is to determine whether these children should be left in the French immersion program or be transferred to an all-English program. The four groups selected for the study comprise children with language disabilities in French immersion programs (FP) and in English classes (EP), children with normal language development in French immersion programs (FC) and in English classes (EC). A comparison of the performance of the FP children on a number of academic, cognitive and linguistic tests to that of the EP children and to the two normal control groups indicates that the FP children acquire the basics of their native language, learn the fundamental aspects of reading, spelling and math, and acquire proficiency in their second language. The results are discussed in terms of not switching children with problems out of immersion programs, but rather of providing them with appropriate remedial services in the program. Statistical data and a copy of the screening test and the teacher rating scale are provided.

Bruck, M. Switching out of French immersion. Interchange on Educational Policy, 1978, 9(4), 86-94.

Three case studies of children with specific learning disabilities who were switched out of French immersion programs are presented to provide background for the development of hypotheses for future study regarding the advisability of switching.

Carpenter, L. J. Communication disorders in limited- and non-English proficient children. Los Alamitos, CA: National Center for Bilingual Research, 1983.

This report documents a study which investigated the interaction of special education and bilingual education in the area of speech-language pathology services provided to limited- and non-English proficient (LEP/NEP) children. The study surveyed speech-language pathologists, school districts, the California State Department of Education, and national and state professional organizations to gather information describing current school practices and support services relative to communicatively disordered LEP/NEP children. Specific areas of focus included prevalence, clinician non-English language ability, language of instruction, professional preparation for bilingual special education, and resource availability and usage of resources by speech-language pathologists. Appendices to the report include a copy of the questionnaire used for the survey of speech-language pathologists; full reports of school district, State Department of Education, and professional organization surveys; and a bibliography of relevant literature.

Cegelka, P., & Rodriguez, A. Special education services for limited- and non-English proficient handicapped students: State of the art and future directions.

This project, funded by the California State Department of Education, Office of Special Education, examined current practices for the education of LEP/NEP handicapped children in the state of California. The study addressed the following goals: (1) identification of the number of LEP/NEP students served by special education programs in California, (2) determination of the procedures for identification of LEP/NEP students for special education assessment and for placement in special education programs, (3) description of the special education and bilingual education program services provided for LEP/NEP handicapped children, and (4) description of exemplary programs which could serve as models for districts and SELPAs within the state of California. This study has been completed. For further information contact Dr. Patricia Cegelka, San Diego State University, Department of Special Education, San Diego, CA 92182, (714) 265-6666.

Dulay, H., Burt, M., & McKeon, D. Testing and teaching communicatively handicapped Hispanic children: The state of the art in 1980. San Francisco, Bloomsbury West, Inc., 1980.

This document reports on a project conducted for the California State Department of Education. The project produced a 200-page handbook that reviews research and current practices relating to teaching and testing limited and non-English speaking children from Spanish language backgrounds, who are eligible for Severe Language Handicap and Language and Speech (SLH/LS) special education services. The handbook was designed to help language and speech professionals understand and begin to solve some of the problems school districts are facing in the education of handicapped children with limited English proficiency. This effort is intended as a first step in developing procedures and materials that will meet specifications of P.L. 94-142 and California's Assembly Bill 1250. The handbook has three major parts: Insights from Research includes state-of-the-art papers; a View of the Present includes reviews of currently available tests and results of two field surveys; Recommendations made to the California State Department of Education are based on the findings of the project.

Fredman, M. The effect of therapy given in Hebrew on the home language of the bilingual or polyglot adult aphasic in Isreal. British Journal of Disorders of Communication, 1975, 10, 61-69.

This study investigated the influence of language of therapy on language recovery in adult polyglot aphasics. Therapy was given in Hebrew to 40 adult aphasics who had home languages other than

Hebrew. The purpose of the study was to determine the effect of therapy given in Hebrew on the patient's home language. Results indicated that therapy in Hebrew had a positive effect on the home language.

Grossman, H. What counselors, educators and psychologists should know about the Hispanic culture in order to work more effectively with Hispanic exceptional students and their parents.

This project, funded by the California State Department of Education, provided information about the Hispanic culture which is essential for the preparation of special educators, counselors, psychologists and other personnel to work with Hispanic exceptional students and their parents. Specifically the study provided information about what Hispanics and others think professionals should know about the Hispanic culture as well as how they think others should adapt their methods of assessment, instruction, classroom management and counseling to the cultural realities of Hispanic exceptional students and their parents. The general purpose of this study was to provide information regarding two questions: Is there an Hispanic culture in the United States? If so, what are the specific cultural characteristics which should be taken into account in the identification and education of Hispanic exceptional students?

Four hundred and sixty-nine participants answered a four-hundred item questionnaire. Seven conclusions were drawn from their responses to the questionnaire.

1. There was a consensus among both Hispanic and non-Hispanic professionals that the cultures of the Latin American countries are similar enough so that despite differences which exist among the countries there is still a Latin American culture which can be described.

2. There as a consensus among both Hispanic and non-Hispanic professionals that although Hispanics living in the United States trace their roots back to many Latin American countries, there is still a common denominator of Hispanic culture in the United States, especially for Hispanics in the same socio-economic class.

3. There was a consensus among these professionals that information about the Hispanic culture--if presented in an appropriate manner, stressing the dangers of over-generalizations and the individual differences in acculturation, socio-economic level, etc., among Hispanics--could be very useful in preparing professionals to work with Hispanic exceptional students and their parents.

4. Hispanic professionals identified both a number of cultural traits which tend to characterize Hispanics in the United States and specific ways in which they should be taken into account when working with Hispanic exceptional students and their parents.

5. Non-Hispanic professionals, even those with considerable experience working with Hispanic students and their parents, reported that they did not know whether or not many of these traits were characteristics of Hispanics living in the United States.

6. Hispanic professionals did not agree that certain other cultural traits often attributed to Hispanics are actually characteristic of Hispanics living in the United States.

7. On the other hand, the non-Hispanic participants believed that a number of these traits were characteristics of Hispanics living in the United States.

This study has been completed. For further information contact Dr. Herbert Grossman, San Jose State University, Department of Special Education, San Jose, CA 95192 (408) 277-2646.

Krashen, S., Bentson, P., Mendez, V., Fee, C., & Dorsey, C. Language delay and the limited English proficient child: Which language for therapy?

This study looked at limited English proficient (LEP) children with language delay enrolled in the ABC Unified School District in southern California. Case histories are presented as a first step toward resolving the issue of appropriate language of therapy. Children ranged in age from 6 years to 11 years and length of treatment ranged from 1 month to 4.5 years. All children spoke Spanish as a first language and used Spanish at home with their parents. They were all considered to exhibit moderate to severe language delay in Spanish in any of the following areas: receptive or expressive semantics, morphology, syntax, or auditory memory. Some children received therapy in English and some received therapy in Spanish. Effect of therapy on both languages was charted. This study has been completed and is to be published soon. For further information contact Dr. Stephen Krashen, USC, Department of Linguistics, Los Angeles, CA 90007, (213) 743-8778.

Langdon, H. W. Language profile of bilingual students.

This study, funded by the California State Department of Education, was undertaken to analyze and compare limited-English proficient students' performance on specific language and proficiency tasks in both Spanish and English, and to determine which task or combination of tasks best predicted language

proficiency. Specifically, the study addressed the following questions: (1) What is the range of performance on specific language tasks across four age groups in each language (Spanish and English) of specifically defined LEP student?; (2) How does this performance relate to degrees of proficiency found on two tests currently used in California, the LAS and BSM?; (3) How does development of one language compare with the other?; (4) Which task or combination of tasks administered best predict language proficiency? Ninety-three subjects ranging from 5:0 to 9:11 years of age of Mexican-American descent from two southern neighboring communities of Santa Clara, California, were selected. These children had some common characteristics: They were attending transitional bilingual programs and were performing at least in the average range academically as reported by their teachers. The tasks administered assessed a variety of receptive and expressive language skills and the two selected proficiency tests were the Bilingual Syntax Measure (BSM) and Language Assessment Scales (LAS).

The main findings were: 1) The mean for each task increased with age and was higher in Spanish than English. The difference between languages was not statistically significant; 2) The average proficiency of students in Spanish using the LAS or BSM was not considered to be fluent until the age of 7; 3) The differences in means across languages were significantly correlated with age for a limited number of tasks. As they grew older, the students tended to perform better in English as compared to Spanish on tasks that required less auditory-verbal processing or that were paired with a visual stimulus (i.e., Auditory Discrimination, Story Retelling subtests of the LAS); 4) There were more tasks that were significantly intercorrelated in English as compared to Spanish. This is attributed to a similar learning environment and exposure of the students in English as compared to Spanish; 5) The internal reliability of the combined language tasks in Spanish was higher than the LAS in the same language. Thus, the LAS in Spanish may not be an accurate instrument in assessing the proficiency of students in Spanish. This was not the case when the comparison was done in English. Either the LAS or the five combined tasks yielded similar results concerning language proficiency; 6) Qualitative data revealed the students used specific words reflective of their environment.

This project has been completed. For further information contact Dr. Henriette W. Langdon, Morgan Hill Unified School District, Morgan Hill, CA 95037, (408) 779-5272.

Lerman, A., & Cortez, E. Discovering and meeting the needs of Hispanic hearing impaired children. Albany, NY: NY State Education Department, Bureau of Physically Handicapped Children, 1978. (ERIC Document #155292)

During the 1976-77 school year members of the Cooperative Research Endeavors in Education for the Deaf (CREED VII) project conducted a survey and analysis of the situation of Hispanic hearing impaired children in New York City. The demographic profile of this population's home background and language environment, the school environment, cultural factors and factors related to individual children's deafness were examined. In addition, an effort was made to determine the general characteristics of the population in terms of language and affective functioning in school, and to understand the factors in the Hispanic child's background that affect his functioning in school. Available literature on Hispanic and other non-white deaf children is briefly reviewed, and the model design, study sample, and methodology used are described in this document. The most relevant variables in the Hispanic deaf child's functioning were found to be the presence of the natural father in the home and the traditional upbringing of the parents. Project activities for the 1977-78 school year are outlined as they relate to the conclusions of the study. Survey instruments and data tables of multiple regression analyses of variables are appended to the document.

Lesser, S. D. Improving bilingual instruction and services in special schools. Brooklyn, NY: NY City Board of Education, Office of Educational Evaluation, 1975. (ERIC Document #ED139893)

This evaluation report is a description of a program designed to provide individualized intensive remedial reading services in both English and Spanish, home and community articulation, and bilingual guidance services to Spanish surnamed pupils. The program was funded under the Elementary Secondary Education Act Title I. One thousand one hundred and forty-nine (1,149) pupils from special schools participated in the program. Children from psychiatric hospitals and residental treatment centers who were classified as socially maladjusted and emotionally disturbed were included in the program. Additionally, pupils from schools for the deaf, language and hearing impaired, and occupational training centers for mentally retarded adolescents were included. One of the program's selection criteria was two or more years retardation in reading English and/or Spanish. Because of the special nature of the student population served by this program, supportive guidance services were an integral part of the instructional program. The students' achievement was assessed by appropriate levels of standardized reading tests administered on a pre and post basis. The report concluded that the reading grades of bilingual students improved from pre to post tests. Also, the use of bilingual staff and the individualized instruction in Spanish appeared to have had a significant effect on the pupils' ability to learn. An appendix is included which contains forms used for data collection.

Luetke, B. Questionnaire results from Mexican-American parents of hearing impaired children in the United States. American Annals of the Deaf, 1976, 121, 565-568.

A questionnaire in both Spanish and English was sent to Mexican-American parents to investigate their acceptance and understanding of the education and educators of their hearing impaired children. The results indicated desire for bilingual-bicultural education to complement the use of Spanish in the home. The need for Spanish speaking professionals, parent counseling conducted in Spanish, and association with other target parents was noted. Suggestions for educational improvements for target parents were also presented.

Oxman, W. G. Comprehensive hearing impaired reception program; Spring, 1975. Brooklyn, NY: NY City Board of Education, Office of Educational Evaluation, 1975. (ERIC Document #137453)

This document presents a description and evaluation of the Comprhensive Hearing Impaired Reception Program (CHIRP). This program was designed to improve effective communication skills for hearing handicappped students whose native language was not English, and whose language deficiencies prevented them from effective participation in the learning process. A total of 47 students, all of Hispanic background, participated in the program. The program supplemented the regular services provided in resource rooms and in work-study program for the hard of hearing in several schools. In the resource rooms, handicapped students received supportive services for part of the school day, and the remainder of their time was spent in regular classes. The program consisted of individual and small group language lessons conducted for at least 40 minutes daily. The evaluation included pre- and post testing with the newly prepared Rating Scale of Pupils' Ability to Speak Spanish tests. Although the results did not reveal significant changes, the program served a target population in need of its services. As an adjunct to the resource room program, the program appears limited to the extent to which it went beyond the scope of the services already provided.

Rueda, R. Metalinguistic awareness in monolingual and bilingual mildly retarded children. NABE Journal, 1983, 8, 55-67.

This study evaluated the metalinguistic awareness and cognitive functioning of matched groups of bilingual and monolingual mildly retarded students. The results indicated that the bilingual subjects did not outperform the monolingual subjects on a neo-Piagetian measure of conservation, although there were differences on the metalinguistic tasks. These results are discussed in relation to current theories of language and cognition in bilingual children.

Sanua, V. D. Bilingual program for physically handicapped children: School year, 1974-1975. Brooklyn, NY: NY City Board of Education, Office of Education Evaluation, 1975. (ERIC Document #ED137448)

This purpose of the Bilingual Program for physically handicapped children was to provide a learning environment in which handicapped children who do not speak English or who speak with difficulty would be able to function in their native language. Emphasis was placed on the children improving their native language along with learning English as a second language. Emphasis was placed also on improving the student's self-understanding and self image through demonstrating the worth and value of the use of his native language, and by providing instruction in Hispanic history and culture. In addition to the instructional component, the project incorporated three other components: curriculum and materials development, teacher training, and parental involvement. To evaluate the effectiveness of the program, pre- and post tests were administered to the students. It was found that 78 percent of the pupils showed some progress in reading, 74 percent improved their self-image, and 85 percent of the pupils improved their knowledge of Hispanic culture.

Sirota, N. Bilingual program for children in Bureau CRMD classes: School year, 1975-1976. Brooklyn, NY: NY City Board of Education, Office of Educational Evaluation, 1976. (ERIC Document #ED137449)

This document presents a description and evaluation of the bilingual program for children in Bilingual Class for Retarded and Mental Development (BCRMD), a program designed to provide bilingual instructional and supportive services to eligible BCRMD students. The program provided supplementary bilingual bicultural services to 153 mentally retarded pupils of whom 108 were non-English dominant and 45 were English dominant. The program operated in four BCRMD schools. Each school was provided with a project team made up of a Bilingual Resource Room Teacher and a Bilingual Paraprofessional. The primary goal of the program was to provide equal educational opportunity for non-English speaking children through activities that would maximize their native language proficiency while developing competence in English. The program also sought to train bilingual teachers and to develop a bilingual-bicultural curriculum. The bilingual resource room teams served two kinds of Spanish-speaking students: those most limited in English speaking ability, and those less limited. The first group received daily bilingual instruction in CORE curriculum, language arts, math, English as a second language and cultural heritage. The second group received supportive bilingual instruction three times per week. Unlike the first group, these

students received their developmental reading instruction in English. Findings indicated that success was achieved in Spanish reading, mathematics, CORE curriculum, cultural heritage and self concept. Pupils failed to achieve success in English as a second language.

Twomey, S. C., Gallegos, C., Andersen, L., Williamson, B., & Williamson, J. A study of the effectiveness of various nondiscriminatory and linguistically and culturally appropriate assessment criteria for placement of minority students in special education programs. Merced, CA: Planning Associates, 1980.

This document reports on a project conducted for the California State Department of Education. This project involved a descriptive field study with a representative sample of Local Educational Agencies and Special Education Service Regions. The field study was designed to describe currently applied special education placement criteria and practices related to those criteria. Related practices were identified at all elements of the special education process from search and referral to educational planning and instruction.

III. RESEARCH IN PROGRESS

The following studies are known to be in progress at the present time, but information regarding the details of each project were not available for inclusion as annotations in this bibliography. Thus we have listed only the project title and the name of the contact person if you would like to obtain more information about these studies.

"Analysis and evaluation of strategies to increase and maintain reading skills of the minority LD child"

Contact: Joseph Delquadri
University of Kansas
Bureau of Child Research
223 Haworth
Lawrence, KS 66045

"Analysis of determinants impacting on educational services of handicapped Papago students"

Contact: Carol Locust
University of Arizona
College of Education
Tucson, AZ 85721

"Aspects of the phonologic and syntactic/semantic processes of emerging language of normal preschoolers who are becoming bilingual and their language disorder counterpoints"

Contact: Paula Menyuk
Boston University
School of Education
881 Commonwealth Avenue
Boston, MA 02215

"Evaluation of the effects of the implementation of Chapter 766 on special education in Massachusetts"

Contact: James F. McGarry
Massachusetts Dept. of Education
31 St. James Avenue
Boston, MA 02116

"Evaluation of Second language Institutes"

Contact: Patricia Gandara
425 Bunkhouse Way
Sacramento, CA 95831

"Factors related to gaining and using education rights information by inner city families with handicapped children"

Contact: Mary Lowry
Parents Campaign for Handicapped
Children and Youth
1201 16th Street, NW
Washington, DC 20036

"International research information and training center"

Contact: William Frey
Michigan State University
University Center for Interational
Rehabilitation
513 Erickson Hall
East Lansing, MI 48824

"Non-discriminatory assessment of racial minority group children"

Contact: Reginald Jones
University of California
Berkeley
Sponsored Projects Office
M-11 Wheeler Hall
Berkeley, CA 94720

"Representation of Hispanic students in special education and gifted programs in five states"

Contact: W. Frederick Staub
Ohio State University
Research Foundation
1314 Kinnear Road
Columbus, OH 43212

"Research and evaluation of the art on children who are Hispanic and handicapped (Project REACHH)"

Contact: Abdin Noboa
Latino Institute
Research Division
1760 Reston Avenue
Suite 101
Reston, VA 22090

"Research integration project: Nondiscriminatory assessment"

Contact: T. R. Kratochwill or A. A. Cancelli
University of Arizona
Department of Education

"Study of the relative influence of factors underlying the participation and expectations of minority handicapped adolescents in school acts"

Contact: Kay Hartwell or Robert Grinder
Arizona State University
Center for Adolescent Research Evaluation
Department of Special Education
Tempe, AZ 85281

"The influence of race and social behavior on teachers' recommendation for special services"

Contact: Joseph Price
Michigan State University
College of Education
254 Erickson Hall
East Lansing, MI 48824

"The validation of the System of Multicultural Pluralistic Assessment (SOMPA)"

Contact: Richard A. Figueroa
University of California, Davis
Department of Education
Davis, CA 95616

IV. RESOURCES

A. Organizations

1. American Speech-Language-Hearing Association (ASHA)
10801 Rockville Pike
Rockville, Maryland 20852
(301) 897-5700

ASHA is the national professional organization of speech-language pathologist and audiologists and it offers a variety of resources to both members and non-members.

a. Brochures and Printed Materials: All brochures and printed materials are available from ASHA, Publication Sales.

1) 1982-83 Directory of Bilingual Speech-Language Pathologists (1982)

The Directory is a listing of all members of ASHA who have identified themselves as having foreign language skills. As stated in the Foreword: "The Directory was compiled from responses to the ASHA Annual Membership Update survey and a subsequent questionnaire of language proficiency. The language proficiency questionnaire required subjective self-evaluation of the level of foreign language fluency and ability to provide clinical services and/or interpreting in the foreign language. No objective measure of foreign language proficiency was utilized. The Directory is divided alphabetically by language, state and city within that state. Individual listings provide the following information: name, highest academic degree, address, phone number(s), level of foreign language fluency and special abilities, and area of clinical certification." Languages represented include Chinese, French, German, Italian, Japanese, Russian, Spanish, Arabic, Croatian, Danish, Dutch, Finnish, Greek, Guerati, Hawaiian Pidgin, Hebrew, Hindi, Hungarian, Indonesian, Lithuanian, Latrican, Macedonian, Marthi, Marshallese, Norweigian, Pilipino, Polish, Protuguese, Swedish, Tahitian, Turkish, Ukrainean, Yddish, and Yugoslavian. The directory is available for $3.50 for members and $7.00 for non-members.

2) How Does Your Child Hear and Talk?/ Que Tal Habla y Oye Su Nino?

This brochure is an English/Spanish publication designed to help clinicians answer frequently-asked questions about speech-language-hearing disorders. One-25 copies, free; 26 or more copies $.13 each.

3) Partners in Language: A Guide for Parents/Companeros En El Idioma: Guia Para Los Padres (1981)

This is an English/Spanish three-booklet set covering language development and language stimulation for use with parents of communicatively disordered children. The three booklets are 'The Baby,' 'The Toddler,' and 'The Young Child' and are available for $7.50 for the set or $2.50 each.

4) Resource Guide to Multicultural Tests and Materials (1981)

This guide presents materials, including books, cassettes, study cards, catalogues, and tests, designed for use with language minorities. The guide describes materials and provides costs and ordering information. It is available for $1.85 for members and $3.70 for non-members.

b. Training

1) ASHA holds its national convention each November and several regional conferences throughout the year. These meetings feature shortcourses, workshops, and technical sessions as well as other types of information of interest to the membership. Many of the training opportunities address issues relevant to serving communicatively disordered LEP/NEP children.

2) The Bilingual Language Learning System (BLLS) and Institutes. BLLS is a project designed to improve quantity and quality of clinical service to Hispanic communicatively disordered children. In 1981, ASHA received funding from Special Education Programs. U.S. Department of Education, to develop a three-year project to meet the needs of speech-language pathologists and audiologists who are not prepared to evaluate and treat communicatively disordered Hispanic children. The Bilingual Language Learning System (BLLS) project was designed to produce a training manual for use in a series of two-day inservice training institutes. Curriculum for the institutes will include normative data regarding developmental sequences in Spanish and dual language acquisition; general assessment considerations and specific procedures; case selection criteria; intervention strategies including choice of language of instruction; and implications for education including cooperative interaction with other school professionals.

The intent of the project is to train bilingual/bicultural speech-language pathologist to train other professional in university programs and in state education departments.

During the first year of the project (August 1981-May 1982) a training manual was developed and primary training teams were selected. During the second year (October 1982-May 1983) institutes will be conducted in Arizona, California, Colorado, Florida, Illinois, New Mexico, New York, and Texas to train Hispanic bilingual/bicultural professionals. During the final year of the project, professionals trained in the second year will conduct institutes for monolingual professionals. Although initially designed to meet the needs of clinicians serving Spanish-language children, principles of assessment and intervention developed for the Bilingual Language Learning System will eventually be extended and applied to other communicatively disordered non-English populations. For further information regarding BLLS, contact Parker Anderson at ASHA.

2. The Council for Exceptional Children (CEC)
1920 Association Drive
Reston, Virginia, 22091
(703) 620-3660

CEC, an advocacy group for special education, provides technical assistance and training for those involved with teaching exceptional children. Resources available include conferences, workshops, customized and on-file computer bibliographic searches, journals, and books. Some particularly relevant publications include:

Plata, M. Assessment, placement and programming of bilingual exceptional pupils: A practical approach (CEC catalogue #259)

This paper describes factors which contribute to bias in testing and discusses topics such as: self-check on non-discriminatory assessment procedures; data for appropriate placement; placement alternatives; interpretations of assessment data; guidelines and criteria for programming; collaborative efforts in planning instruction; the role of parents and bilingual education in instruction planning and programming; useful instructional strategies; and pitfalls to avoid. ($7.00 for non-members; $5.95 for members)

Baca, L., & Bransford, J. An appropriate education for handicapped children of limited English proficiency (CEC catalogue #254)

This document presents a discussion of issues relevant to bilingual special education. ($4.00 for non-members; $3.40 for members)

Education of Exceptional Bilingual Students (CEC order #516)

This computer search reprint includes 170 abstracts from the ERIC and ECER data bases. ($15.00 for non-members; $12.75 for members)

CEC's annual conventions offer a variety of sessions and workshops including many relevant to clinical management of communicatively disordered LEP/NEP children. CEC also sponsors topical conferences regarding culturally and linguistically different children: Culturally Diverse Exceptional Children (1973), The Exceptional Bilingual Child (1981), and The Exceptional Bilingual Child (1982). Papers presented at these conferences are generally available through the ERIC Document Reproduction service. At the most recent topical conference, an intensive workshop entitled "Speech and Language Development: Pathology Services and the Bilingual/Bicultural Child" was offered and was designed to "improve evaluation and treatment of bilingual Spanish/English children; follow appropriate procedures for assessing the bilingual child's speech and language; make appropriate case selection decisions; develop effective intervention strategies for communicatively handicapped Hispanic children; and work more effectively with other professionals to improve the bilingual child's communicative and academic performance." Part of the workshop presented information from ASHA's Bilingual Language Learning System. CEC also offers information through 12 special interest divisions including: Division for Physically Handicapped, Council of Administrators of Special Education, Council for Children with Behavioral Disorders, Division on Mental Retardation, Division for Children with Communication Disorders, Division for Learning Disabilities, Division for the Visually Handicapped. The Association for the Gifted, Teacher Education Division, Division for Early Childhood, Council for Educational Diagnostic Services, and Division on Carreer Development.

3. California State Department of Education

The activities of the Office of Special Education include personnel development and information dissemination through training workshops, institutes, and inservices and research commissioned by the Office through grants and contracts to other organizations. Some resources are available to practitioners indirectly, such as inservices conducted by the Office of Special Education and presented through local school districts. Others are available directly, such as state-sponsored training institutes open to individuals.

Remediation issues of curriculum design and prescription are considered to fall within the domain of local school districts. As a result, state programs have primarily focused on determining numbers of LEP/NEP children in need of special education service

and addressing diagnostic issues relevant to that population. For information regarding bilingual special education, contact Maria Vasquez in the Office of Special Education (916-445-9422).

a. Special Education Resource Network (SERN)

The Special Education Resource Network system, under the Office of Special Education, operates as a resource service with 9 regional centers around the state. SERN gathers and disseminates information relevant to all aspects of special education including areas such as bilingual special education, assessment, parent training, program development and evaluation, and preschool services. The organization provides inservices and workshops and offers consultation to school districts on request. Three workshops available that are relevant to bilingual special education cover:

Module 1: Legislation and cooperative program activities for bilingual education and special education.

Module 2: Bilingual education and implications for special education; research results regarding second language acquisition and assessment.

Module 3: Teaching methodologies for bilingual special education students.

In addition, SERN does individual needs assessments to design inservices that meet specific district needs. In general, resources from SERN are indirectly available to practitioners through local school districts, but information regarding SERN's activities is available from the Office of Special Education, Personnel Development Unit (916) 322-4695.

b. Second Language Training and Assessment Institutes

The Office of Special Education offers inservice training opportunities directly to practitioners through summer training institutes. These institutes provide training to assessment personnel to improve second language proficiency, understand the culture of LEP/NEP students, and learn about assessment techniques and instruments for use with LEP/NEP children. State credentialed/licensed school employees such as speech-language pathologists, school psychologists, resource specialists, nurses, and bilingual educators are eligible to participate in the institutes. Information presented applies to Spanish, Cantonese, and Vietnamese speakers and covers intensive language study, assessment processes and procedures, conferencing, IEP's, cultural implications, and remediation and language of instruction. Training is individualized for participants and the overall goal is to certify bilingual

special educators within the framework of SB 386 (certification of bilingual cross-cultural assessment competence for special educators). There are minimal fees for the institutes since participant costs are supported by state and federal resources, and the various programs range from 10 days to 6 weeks in duration. The program is announced through mailings to school districts and further information may be obtained from the Office of Special Education, Personnel Development, (916) 4322-4695.

c. Research Support

The Office of Special Education has also commissioned several studies relevant to bilingual special education. Research efforts supported by the state are described in the Research section of this bibliography.

d. Other Activities

The Department of Education, in conjunction with the San Diego Lau Center, sponsored a statewide conference regarding bilingual special education. Proceedings of the conference have been published and are described in the Position Papers section of this bibliography. Further information regarding the conference and its proceedings is available from the San Diego Lau Center, 6363 Alvarado Court, San Diego, CA 92120.

The Department has also compiled a directory of bilingual special education personnel based on self-reports of language ability by special educators. Information regarding the directory is available from the Office of Special Education.

The Department also sponsored the development of a training module, "Developing linguistically appropriate goals and objectives for LEP children," which addresses, in part, the difficulty in differentiating language disorders from second language development. This module is available free of charge to school districts from the Office of Special Education.

The State Department of Education also has a number of materials available.

Second Language Training Modules. An approach to train psychologists, speech and language specialist, and other assessment personnel in acquiring a second language. Developed by Paul Finkbeiner and Penni Foley, Office of Special Education.

Staff Development, First & Second Language Training Modules (I, II). Developed for the Office of Special Education, contact Penni Foley.

Documents Available from the Office of Bilingual Bicultural Education

Background Statement on Bilingual Education Program Quality Review Instrument (K-6), California State Department of Education, 1980.

Bilingual Education Program Quality Review Instrument (K-6), California State Department of Education, 1980.

Bilingual Program Policy and Assessment Issues, California State Department of Education, 1980.

Schooling & Language Minority Students: A Theoretical Framework. Office of Bilingual Bicultural Education, California State Department of Education, Evaluation, Dissemination, & Assessment Center, Cal State Los Angeles, 1981.

Asian & Language Minority Handbooks. Office of Bilingual Bicultural Education, State Department of Education. Available for major refugee populations: Vietnamese, Cambodian, Lao, etc.

B. Computer Searches

A number of resources are available if you are interested in obtaining computerized searches of literature relevant to bilingual special education.

1. Clearinghouses

   a. ERIC: Sixteen ERIC Clearinghouses are located throughout the nation. They provide a variety of services including custom computer searches, reprints of searches on file that cover popular topics, and documents reproduction. The most useful Clearinghouses for bilingual special education are:

      ERIC Clearinghouse on Handicapped and Gifted Children
      Council for Exceptional Children
      1920 Association Drive
      Reston, VA 22091

      ERIC Clearinghouse on Urban Education
      Teachers College, Columbia University
      525 W. 120th Street
      Box 40
      New York, NY 10027

      ERIC Clearinghouse on Language and Linguistics
      Center for Applied Linguistics
      1611 North Kent Street
      Arlington, VA 22209

      ERIC Clearinghouse on Rural Education and Small Schools
      New Mexico State University
      Box 3 AP
      Las Cruces, NM 88003

      ERIC Clearinghouse on Tests, Measurement, and Evaluation
      Educational Testing Service
      Princeton, NJ 08541

   b. National Clearinghouse for Bilingual Education
      1300 Wilson Blvd.
      Suite B2-11
      Rosslyn, VA 22209
      (703) 522-0710

      NCBE is a federally funded clearinghouse on information relevant to bilingual education. As such it provides a variety of services, primarily in the form of printed materials, including reference and referral services, computer searches, monthly newsletter, publications, information packets, coordination with other information resources, technical

assistance and data base development and access. The Clearinghouse has available reprints of prepared computer searches for bilingual special education as well as bilingual special education information packets. Information packets are free of charge; there is a nominal fee for search reprints.

c. Dissertation Information Services
University Microfilms International
300 North Zeeb Road
Ann Arbor, MI 48106

This Clearinghouse is responsible for unpublished dissertations and therefore can be of assistance in locating specific research studies.

2. Local Facilities

Libraries located at area campuses of the University of California and California State Universities and Colleges systems have facilities available to conduct computerized searches. Generally there is a service fee for off-campus requestors in addition to the cost of computer time and printing. Reference librarians at specific campuses can provide further information and will assist in designing the search.

C. Published Materials

Collier, C., Baca, L., & Kalk, M. (Eds.) Bueno-Musep bilingual special education annotated bibliography. Reno: Counterpoint Handcrafted Books, 1983.

This annotated bibliography consists of 4 volumes bound together and provides references and resources covering General Information on Bilingual Special Education, Materials and Curriculum Development, Multicultural Resources and Curriculum Development, and Special Needs.

Deignan, M. C., & Ryan, K. E. Annotated bibliography of bilingual teaching materials applicable to the special learning needs of Spanish-dominant special education pupils. Portsmouth, NH: New England Teacher Corps Network, 1979.

This bibliography lists information on materials for bilingual special education for Spanish dominant exceptional children. Information on author, publisher, price, and specific suitability for special needs children is presented along with a brief description of the material. Materials are organized according to principal thrust in 10 areas: motor development, visual perceptual development, auditory perceptual development, language development, conceptual development, mathematics, social awareness, language arts, health and science, and early childhood.

Dew, N. Meeting the needs of exceptional children of limited English proficiency. Arlington Heights, IL: Illinois Resource Center for Exceptional Bilingual Children, n.d.

This document provides a series of workshop packages including non-discriminatory assessment of LEP exceptional children, alternative program models, designing IEPs for LEP pupils, language development programs and language use plans, and classroom management techniques.

Nondiscriminatory testing: A selective bibliography. Reston, VA: CEC, 1975. (Exceptional Child Bibliography Series No. 645; ERIC Document #ED 104062.)

This annotated bibliography on nondiscriminatory testing contains approximately 75 abstracts and associated indexing information for documents published from 1962 to 1974 and selected from the computer files of CEC and ERIC. Citations are categorized according to assessment factors related to the test taker, the test giver, and the test itself. Selection and classification of articles and books for each category was based on information provided in the abstracts. References included treat aspects such as testing problems, test interpretation, and test validity in regard to minority group children and students with hearing,

visual, physical, and language handicaps. Also provided are a list of terms searched to compile the bibliography, a list of journals from which articles were abstracted and instructions for ordering microfiche or paper copies through the ERIC Document Reproduction Serive.

Nutcher, J. G. (Ed.) An annotated bibliography of Spanish language materials for parents of exceptional children. Reno: Counterpoint Handcrafted Books, 1983.

This annotated bibliography, printed in Spanish and English, provides references in 5 categories including Rights and Responsibilities, Special Needs, Available Services, Family Education, and Family Health.

Pletcher, B. P. A guide to assessment instruments for limited English-speaking students. New York: Santillana Publishing Co., 1978. (ERIC Document Reproduction #161549)

This document reviews assessment instruments in language dominance, native language proficiency, English language proficiency, achievement in math, science, social studies, and multisubject areas such as self-concept, learning styles, general ability, and scholastic aptitude.

Thomas, C. H., & Thomas, J. L. Bilingual special education resource guide. Phoenix, AZ: Oryx Press, 1982.

This book is intended as a resource guide for individuals involved with educational programming for the bilingual special child. The articles in the first part discuss some of the major concerns of bilingual special educators: Assessment, curriculum and methodology, social and emotional needs, parent involvement, career education, and teacher education are the topics covered. Many of the papers included in the first section are reprints of previously published articles. The second part contains information sources including lists of agencies and centers involved with bilingual special education; teacher training programs; indexes, databases, and journals; and a directory of individuals with expertise in this field who might be contacted to provide lectures, workshops, or consultancy services. The appendix is a list of procedures and distributors of bilingual special education materials. A bibliography concludes the volume.

Tucker, J. 19 steps for assuring non-biased placement of students in special education. Reston, VA: CEC, 1980.

This document describes procedures to help school districts maintain a non-biased appraisal process.

Watson, D. L. Nondiscriminatory Assessment Handbook, Vols. I and II. San Diego: San Diego County Department of Education, 1980.

Volume I provides information on the assessment of exceptional minority children using nondiscriminatory methods and emphasizes examining the cultural and social environment. Volume II lists tests arranged by topic.

D. Additional Contact Persons

Dr. Leonard Baca
University of Colorado at Boulder
Center for Bilingual Multicultural
Education Research and Service
Education Building Campus Box 249
Boulder, CO 80309
(303) 492-5416

Dr. Ernest Bernal
Creative Education Enterprises
5203 Hedgewood
Austin, TX 78745
(512) 433-5885

Nancy Dew, Coordinator
Illinois Resource Center for Exceptional
Bilingual Children
500 South Dwyer Avenue
Arlington Heights, IL 60005
(312) 870-4143

Dr. Alba Ortiz, Director
Handicapped Minority Research Institute
Bilingual Special Education
Department of Special Education
College of Education, EDB306
University of Texas at Austin
Austin, TX 78712
(512) 471-4161

Dr. Amado Padilla, Director
National Center for Bilingual Research
4665 Lampson Avenue
Los Alamitos, CA 90720
(213) 598-0481

Dr. Amado Padilla, Director
Spanish Speaking Mental Health Research Center
UCLA
Los Angeles, CA 90024
(213) 825-8886

Dr. Victor Rodriguez, Director
Handicapped Minority Research Institute
4665 Lampson Ave.
Los Alamitos, CA 90720
(213) 598-0481

The Department of Special Education
of San Diego State University

announces

Bilingual (Spanish) Certificate of Competence

(A 15-Unit Certificate Program)

Spring 1984

SPED 505F: Characteristics in Education: Multicultural L.H.
Wednesday, 4:00 – 6:40 pm
AH 2122

SPED 650D: Workshop in Bilingual Special Education Assessment
Wednesday, 7:00 – 9:40 pm
Room TBA

Courses taught by Dr. Pacheco

$150 Tuition Stipends for Spring Participants

For more information and program applications, contact:

Dr. Pat Cegelka
Department of Special Education, SDSU
San Diego, CA 92182
(619) 265-6665

or

Dr. Richard Pacheco
Associate Professor
College of Education, SDSU
(619) 265-5863

APPLICATION FOR ADMISSION
Bilingual (Spanish) Special Education
San Diego State University

Please type or print all items on this form and return to North Education 70.

1. Name: _____ (Last) _____ (First) _____ (Middle) Tel.: _____ (Home) _____ (Work)
2. Address: _____ (Street) _____ (City) _____ (State) _____ (Zip)
3. Social Security Number: _____
4. Credential(s) held (or soon to be completed):

   _____ (Type) _____ (Date) _____ (University)

   _____ (Type) _____ (Date) _____ (University)

5. Teaching Experience:

District	Assignment	Date

6. Degree(s) you presently hold:

School	Degree	Major	Date

7. If currently employed, indicate where and in what capacity:

   _____

   _____

8. Do you have S-3 (FSI-3) proficiency in Spanish? _____
9. In addition to coursework completed for credential and/or degree, what other related education/experience do you have?

   _____

   _____

   _____

   _____

10a. Have you successfully completed the "Test of Culture and Teaching"? _____

10b. If so, where and when? _____

N82B144/10-83

SJSU SAN JOSE STATE UNIVERSITY

A campus of The California State University

School of Education • Department of Special Education
One Washington Square • San Jose, California 95192-0078 • 408/277-2646

LEARNING HANDICAPPED BILINGUAL/CROSSCULTURAL EMPHASIS

PORTUGUESE, FILIPINO, INDOCHINESE EMPHASES

The learning handicapped bilingual/crosscultural program is a course of studies leading to both a learning handicapped credential (awarded by the State of California) and a certificate of competency in bilingual/bicultural special education (awarded by San Jose State University). The learning handicapped credential entitles the holder to teach learning disabled, educationally retarded and behaviorally disordered students. The certificate of competency certifies that the holder is competent to work with these kinds of learning handicapped students in culturally and linguistically appropriate ways. In order to receive both the credential and certificate of competency students fulfill all of the requirements for the credential and complete an additional course of studies in bilingual/crosscultural special education.

Requirements for Admission:
In order to be admitted into the program, students must have either a preliminary Multiple Subjects Credential or a preliminary Single Subject Credential (students without these credentials may take courses in the program without being fully admitted). In addition, students must have a minimum of a 2.5 grade point average and be fluent enough to take courses in their target language.

Admission Procedures:
Students should submit applications for admission both to the University and the Department of Special Education. They should also arrange for an interview with the coordinator of their program to determine their eligibility and their language fluency.

Stipends:
Stipends are available for qualified students. In order to qualify for the stipends, students must:
1) be enrolled in courses in special education or courses leading to either a credential in special education or a certificate of competency in bilingual/crosscultural special education.
2) be admitted to the program or be eligible to be admitted to the program (students with a bachelors degree who fulfill all other requirements except for the Multiple or Single Subjects Credential may be eligible for a stipend).
3) submit an application for the stipend and a letter of acceptance of the stipend.

Course of Study Form
After being admitted to the program students should meet with their advisor to complete a course of study contract form. This will formalize the transfering of credits from other universities, waving of courses, etc. Students may transfer an unlimited number of appropriate courses from other universities. However, the appropriateness of the course for the students' program is determined by the student's advisor. Students who have taken the mainstreaming course may substitute this course for EDSE 101.

SAN JOSE STATE UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION
BILINGUAL/CROSSCULTURAL PROGRAMS
STIPEND APPLICATION

NAME_____ DATE_____

ADDRESS (local)_____ SEMESTER APPLYING FOR_____

_____ ARE YOU PRESENTLY A STUDENT AT SJSU?
City Zip code

Yes_____ No_____

ADDRESS (Permanent)_____ PHONE_____/_____
(home) (work)

_____
City Zip Code

CURRENT EMPLOYER_____ POSITION_____

Part Time_____ Full Time_____ Occasional_____

OBJECTIVE SOUGHT: (Select only one)

Credentials
- Learning Handicapped _____
- Severely Handicapped _____
- Communicatively Handicapped _____
- Emphasis in Speech Pathology and Audiology _____
- Clinical Services (Language, Speech & Hearing) _____

Masters Degree:
- Learning Handicapped _____
- Severely Handicapped _____
- Speech Pathology & Audiology _____

COLLEGE MAJOR_____ COLLEGE MINOR_____

PRESENT ACADEMIC LEVEL: (Circle one) SO JR SR GRAD

UNDERGRADUATE UNITS COMPLETED_____ GRADUATE UNITS COMPLETED_____

GRADE POINT AVERAGE:
- A. Lower Division _____
- B. Upper Division _____
- C. Graduate Work _____

SPECIAL EDUCATION COURSE UNITS:
- A. Units Completed _____
- B. Units in Progress _____
- C. None _____

WHAT CALIFORNIA CREDENTIAL(S) DO YOU HOLD?_____

BILINGUAL CERTIFICATION? Yes_____ No_____ Language_____

LANGUAGE PROFICIENCY:

Native in language? Yes_____ No_____ Which Language_____

Level of Proficiency:	Fluent	Some Fluency
Speaking	_____	_____
Reading	_____	_____
Writing	_____	_____

RETURN THIS FORM TO: Dr. Herbert Grossman
Department of Special Education
San Jose State University
San Jose, CA 95192

CALIFORNIA STATE UNIVERSITY • LOS ANGELES

5151 STATE UNIVERSITY DRIVE LOS ANGELES, CALIFORNIA 90032

SCHOOL OF EDUCATION

DEPARTMENT OF SPECIAL EDUCATION
(213) 224-3711

DEPARTMENT OF SPECIAL EDUCATION

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

California State University, Los Angeles (CSULA) is one of nineteen (19) campuses within the California State University system. It has a student enrollment of approximately 20,000. The community of East Los Angeles, which has a large Hispanic population, immediately surrounds the campus. The campus is also adjacent to South Central Los Angeles, which has a large Black population, and to the Monterey Park area, which has a large community of persons of Asian descent.

The Department of Special Education at CSULA, with a faculty of 21 tenure-track positions, is a major training institution for Special Education in the Southern California area. A majority of specialists trained by the CSULA Department of Special Education are eventually employed as providers of educational services for minority children. Furthermore, approximately one-half of the students enrolled in the Special Education Curriculum are themselves minority individuals and approximately twenty percent are bilingual.

The philosophy and goals of the CSULA Special Education Department have generated a training program which stresses both the theoretical background and supervised field experiences which are necessary to produce highly competent professionals in all areas of exceptionality. To accomplish this, the Department provides approximately ninety (90) different course offerings and a breadth of training experiences, including clinical practica, demonstrations, supervised field work, and structured observations. It is the intent of the Department to provide these experiences in a variety of clinical, medical, and educational settings providing services to minority handicapped students.

The practicum experiences provided through the Department take advantage of the programs available in the surrounding communitites as well as the services offered through programs available on campus. For example, The Evaluation, Dissemination and Assessment Center, Los Angeles (EDAC-LA) is located in the School of Education, CSULA. This center provides support services to bilingual programs, including local school districts, state educational agencies, and institutions of higher education. Another program operating on campus is the Centro de Ninos y Padres. This is a program for young handicapped children and their families. It provides early home and school intervention for children with special needs from birth to three years of age. This program serves the culturally diverse community surrounding CSULA. The students who enroll in programs offered through the Department of Special Education, CSULA can take advantage of these as well as many other practicum opportunities.

The Department of Special Education offers the following credentials, certificates and degrees:

Credentials

- Learning Handicapped Specialist Credential
- Severely Handicapped Specialist Credential
- Communication Handicapped Specialist Credential
- Visually Handicapped Specialist Credential
- Physically Handicapped Specialist Credential
- Clinical Rehabilitative Services Credential: Orientation & Mobility
- Clinical Rehabilitative Services Credential: Audiology
- Resource Specialist Certificate
- Administrative Services Credential

Certificates

- Handicapped Adolescents and Young Adults
- Multicultural/Multilingual Programs in Special Education

Master of Arts - Special Education (option in the following):

- Learning Handicapped
- Severely Handicapped - Mentally/Severely Retarded
- Severely Handicapped - Autistic/Severely Emotionally Disturbed
- Communication Handicapped - Deaf & Hard of Hearing
- Communication Handicapped - Deaf-Blind
- Visually Handicapped
- Physically Handicapped
- Early Childhood Special Education
- Audiology and Speech, Language, Hearing - Clinical Audiology
- Audiology and Speech, Language, Hearing - Rehabilitative-School Audiology
- Handicapped Adolescents and Young Adults
- Multicultural/Multilingual Programs in Special Education
- Resource Specialist
- Administration and Supervision of Special Education Programs
- Orientation and Mobility
- Gifted Education

Doctor of Philosophy - Special Education (joint program with UCLA)

information regarding all of the programs offered through the Department of Special Education, CSULA can be obtained by contacting the Chair.

Dr. Alice V. Watkins, Chair
Department of Special Education
California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032
(213) 224-3711

CALIFORNIA STATE UNIVERSITY LONG BEACH

Project Director
Dr. Robert Berdan

Bilingual Special Education Program
School of Education
1250 South Bellflower
Long Beach, California 90840
(213) 498-5704

The Bilingual Special Education Program at CSULB is now accepting students into a new teacher preparation program. This new program is designed specifically to prepare teachers to serve Vietnamese language backgrounds. The program leads to combined Special Education Specialist/Learning Handicaps and Bilingual Emphasis Credentials, and is open both to credentialed teachers who already have one of these credentials, and to bilingual teacher candidates now working on their basic teaching credential. Stipends are available which will pay all CSULB fees and textbook costs for students enrolling now for the Spring, 1984, semester.

Development of this program is ongoing within the CSULB School of Education, with the assistance of a Bilingual Education Title VII Grant. The program is administered jointly by the Bilingual Education and the Special Education Teacher Preparation Programs.

Although this Bilingual Special Education Program leads to credentials in two separate areas, it is being designed as an integrated program of study. The program will include study of normal and atypical language development in children from non-English language backgrounds. It will also emphasize the diagnosis and assessment of learning problems in bilingual children, and the differentiation of learning handicaps from the normal development of English as a second language. Admission to the program is open to teachers and teacher candidates who are proficient in English, and in either Spanish or Vietnamese.

More information on this program, and application forms are available from Ms. Gloria Narvaez at the Bilingual Special Education Program Office, Room ED1-33, CSULB. Telephone numbers are: (213) 498-4536 or (213) 598-5704. For those interested in this program who are not currently enrolled at CSULB it is still possible to begin in the Spring, 1984 semester, and stipends are still available to pay all fees. The enrollment process, however, should begin as soon as possible. Spring registration for classes will be from January 23 - 26, 1984.

LONG BEACH CALIFORNIA 90840
THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

School of Education
Bilingual Grant Office
Education 1, 33
California State University
Long Beach
1250 Bellflower Boulevard
Long Beach, California 90840
(213) 498-4536

Application
for_____semester

Application for Admission
to the
Bilingual Special Education Program

Date_____

Do you wish to be considered for reimbursement for fees and books? Yes [] No [].

Mr. [] Mrs. [] Miss [] Ms. []

_____

Name Social Security Number

_____

Present Address City Zip Code

_____ ( ) _____

Telephone Number (area code) Birthdate

Have you been admitted to: Multiple Subjects? Yes [] No[] _____
Date of admittanc

Single Subject? Yes[] No [] _____
Date of admittance Verified by_____

Are you currently teaching? Yes [] No []. If yes, under what

credential:_____ Name of district_____

What subject (s) or special education or bilingual area do you teach?

_____

Grade or level_____. Are you a teacher's aide? Yes[] No[]. If

so, name of district _____. What kind of class?_____.

Grade or level_____. Do you have any physical impairments? Yes [] No[].

List the classes which represent the highest level of Spanish or other language you have taken: (Use reverse side if necessary)

Course Title	Date	Name of Institution	Grade

F. PARALLEL ANALYSIS OF STATE BILINGUAL AND SPECIAL EDUCATION REQUIREMENTS*

Both Bilingual and Special Education requirements are based on the notion that instructional services need to consider individual student needs, irrespective of race, color, national origin, or handicap. In essence, an equal educational opportunity is ensured when student differences are carefully incorporated into the planning and delivery of educational programs. This means that bilingual programs and special education programs need to ensure that differentiated instructional services are provided that take into account the student's unique characteristics.

Bilingual programs should provide differentiated English language instruction (ESL) and use of the child's primary language to support and sustain academic achievement. In special education programs, student differences are recognized particularly through the assessment and instructional phases. Student eligibility for special education must be based upon a multidisciplinary assessment designed to rule out environmental and cultural factors as the sole criteria for determining eligibility. Each eligible student must receive an individualized education program (IEP) based on the student's needs due to assessed handicapping condition(s). When necessary, the IEP must include linguistically appropriate instructional services.

In facilitating the adherence to the concept of equality, local bilingual programs (i.e., Lau Plans) and local plans for special education should contain provisions that clarify the purpose, services, and process for articulation among programs. This might include details on how non-discriminatory practices will be ensured in the assessment, placement, and delivery of education services to eligible students. The following briefly summarizes how bilingual education and special education are related.

Student Identification

Special education law includes procedures for identifying students ranging from birth to age 21. Local plans for special education should describe how students within this range will be served. Bilingual education requirements are limited to grades K-12. Both LEP and handicapped students eligible for services are entitled to receive appropriate services whether or not categorical funds are received by the local education agency.

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*For an updated version contact Maria Vasquez, State Department of Education, Office of Special Education

Diagnosis/Assessment

While these terms are often used synonymously, there are critical distinctions with respect to bilingual and special education programs. Diagnosis as used in bilingual programs, refers to the conducting of additional assessment(s) in the child's primary language and English for the purpose of comparing student's proficiency on both English and the primary language. This comparison of proficiencies provides information used to determine the language to be used for instructional purposes. Diagnosis, then, does not affect student eligibility for bilingual services.

Assessment, as referred to in special education law, includes a multi-criteria-based procedure wherein testing in a variety of areas (i.e., psychosocial, motor, intellectual, communicative status, etc.) enables the assessment team to determine student eligibility. LEP students referred for special education assessment may have bilingual diagnostic information on file that should be included in the assessment results. This linkage in the assessment process enhances the likelihood that linguistically and culturally appropriate goals will be developed and implemented. This further ensures that LEP students are not prematurely or inaccurately labeled as handicapped solely on the basis of their limited English proficiency.

Placement

LEP students may be placed in a regular bilingual classroom (option a, b, c, d) or in an individual learning program (e, f) prior to referral for special education. Placement in a bilingual program, whether or not the student is eligible for assistance from other programs, is made subsequent to the identification process (LEP, FEP) and should include at a minimum:

--English language development;

--Utilization of the student's primary language for sustaining achievement and;

--Participation in activities which promote positive self-concept and cross-cultural understanding.

The delivery of instructional services should be done by a bilingual cross-cultural teacher when there are ten or more LEP students of the same primary language at a grade level in grades K-6. When there are fewer than ten students in grades K-6 and for all students in grades 7-12, an individualized learning program (ILP) designed to individualize bilingual services must be provided at a minimum. When a LEP student additionally qualifies for special education services, a wider range of placement options becomes available. For example, a LEP student with exceptional needs may participate in designated instruction and services (DIS), a resource specialist program, special

day class or center, non-public school or one of the state schools. Selection of the appropriate option for these handicapped LEP students should include, among other considerations, the following:

1) The extent to which LEP students can benefit from instructional services with non-handicapped students, including non-handicapped LEP students, and

2) The extent to which linguistically appropriate goals and objectives based upon diagnostic information in both the primary and secondary language are delivered.

During the development of the IEP, the IEP team needs to ensure that such a plan incorporates appropriately modified ILP requirements. Incorporation of the ILP into the IEP is recommended for LEP students eligible for special education. Modification of the ILP requirements should consider at least the student's handicapping condition, language proficiency, and learning potential.

Summary of Parallel Requirements

The following summary highlights key points of legislated requirements for special education and bilingual education. For a complete review of the requirements refer to the actual code and regulations.

Purpose

Bilingual Education (AB 507/80)

To provide equal education opportunities to all students regardless of their fluency in English, and to enable the sustainment of academic achievement while the student acquires English. This includes at a minimum:

- Bilingual language opportunities to each student identified as limited-English proficient (LEP) (EC 56161).

Special Education (EC Part 30)

To provide a free and appropriate education to pupils needing special education. Such programs shall provide:

- Early educational opportunities for preschool-aged children who require intensive special education and services (EC 56001 (b)).
- An individualized education program for any child with exceptional needs (EC 56001 (e)).
- Student opportunities to interact with the general school population as appropriate (EC 56001 (g)).
- Assessment procedures that are non-discriminatory and ensure ongoing evaluation of student's progress (EC 56001 (j)).

Student Identification

- Determine, with the Home Language Survey, whether the pupil has a primary language other than English (EC 52164.1 (a)).
- Assess in English, with a state designated oral language proficiency instrument, the student's oral English proficiency (EC 52164.1 (b)).
- Establish a child-find procedure which systematically seeks out individuals with exceptional needs from birth to age 21 (EC 56300).
- Referral only after the resources of the regular education program have been considered and where

- Assess in English, student's reading and writing proficiency. English reading and writing assessment are optional for all pupils in grades K-2 and for pupils in grades 3-12 who are LEP on the basis of oral skills alone (EC 52164.1 (b)).

- Place limited English proficient pupil in appropriate (options a,b,c,d,e,f) bilingual program (EC 52164 (c)).

appropriately utilized (EC 56303).

- Implement a procedure for the individual assessment of students referred for possible Special Education Services (EC 56320).

Assessment/Diagnosis

- Conduct assessment in the primary language to include comprehension, speaking, reading, and writing skills (EC 52164.1 (c)).

- Designate the language of basic skills instruction based on student's relative language proficiency in English and in the primary

- Initial diagnostic assessment shall be completed with 90 days after pupil enrollment (EC 52164.1 (c)).

- Testing procedures and materials used for the purpose of assessments and placement are administered so as not to be racially, culturally, or sexually discriminatory (EC56320(a)).

- Individual student assessment in all areas related to the suspected disability including, where appropriate, health and developmental evaluation, hearing, motor abilities, language function, general ability academic performance, self-help, social and emotional status, orientation and mobility skills, career and vocational abilities and interests, and vision (EC 56320 (f)).

- Tests and other assessment materials are provided and administered in the pupil's primary language, or mode of communication. (EC 56320 (b) (1)).

- Tests that are selected and administered must be validated for the purpose for which they are used (EC 56320 (b) (2)).

- No single test or procedure shall be used as the sole criteria for determining placement (EC 56320 (e)).

- Assessment shall be administered by qualified personnel who are competent in both the oral and written skills of the individual's primary language or mode of communication and have knowledge and understanding of the cultural and ethnic background of the pupil (CAC 3023 (a)).

Parent Rights

- All written notes regarding bilingual education are to be sent in the primary language of the pupil and in English (CAC 4308 (b)).

- Parents are to be consulted during the student identification process and informed of the testing results, during the diagnosis phase they must have opportunity to contest the accuracy of information (EC 52164.1(b) and CAC 4308).

- Prior to enrollment in a bilingual program (options a,b,c, or d) parents of potential participants must be notified. The notification must include: 1) a simple, non-technical description of the program, 2) an invitation to visit the program, 3) the parents' right to participate in the school and district bilingual advisory committee, and 4) the parents' request to withdraw their child from the program. Parents who have opted not to participate in the bilingual classroom must have an ILP consistent with federal provisions (Lau vs. Nichols) (EC 52173 and CAC 4308).

- All notices, forms, etc., are to be given in the primary language, or mode of communication, used by the parent in the home (EC 56321 (b) (2) and EC 56506 (a)).

- Parents must receive the proposed assessment plan and give consent prior to any testing for Special Education eligibility (EC 56321 (a)).

- Written explanation of procedural safeguards must be provided to the parent(s) with the assessment plan (EC 56321 (a)).

- Parents have the right to participate in the development of their child's IEP (EC 56506 (d).

- Parents must concur with some or all of the IEP and provide written consent for placement in Special Education (EC 56346).

- Parents may request a review of the IEP and placement at any time during the year (EC 56343.5).

- Parents may initiate due process hearing procedures (EC 56501) or complaint procedures (EC 56500.2 and Title 5 of the CAC, Section 3080 (a) (2)).

Bilingual District Advisory Committee

- Required when there are 51 or more LEP students in the district. Every LEP parent shall be informed about their right to participate in Bilingual District Advisory Committee (EC 52176 and CAC 4302).

- The District Advisory Committee has the responisbility to: advise the district on the development of a district master plan for bilingual education (EC 52176.a.1); assist in conducting a district-wide needs assessment (EC 52176.a.2); assist in developing a plan to ensure teacher and teacher aide requirements (EC 52176.a.4).

Community Advisory Committee

- A Community Advisory Committee shall be established (EC 56190-56194).

- The Community Advisory Committee shall have the authority to fulfill such responsibilities as advising the policy and administrative entity of the district regarding the development, assessment, and review of the local plan (EC 56194 (a)), and recommending priorities to be addressed by the plan (EC 56194 (b)).

Student Evaluation Following Initial Placement

- Annual assessment shall be conducted in basic skills in the language designated for basic skills instruction, and in English comprehension and speaking.

- Annual meeting of an IEP team is required to review student's progress, appropriateness of placement, and any necessary revisions (EC 56380).

- Pupils placed in a Resource Specialist program for more than one year who have failed to show anticipated progress shall receive a health and psychological screening as early as possible in the second year (EC 56380 (d)).

- A comprehensive re-assessment of each student who remains in special education is required every three years or more often when teacher or parent requests (EC 56381).

Placement

Elementary Bilingual Classroom (Option a,b,c(1)a,*

Elementary bilingual programs includes instruction delivered by a bilingual cross-cultural teacher and:

- English language development (EC 52163.b).
- Reading, writing, math, and language arts in the primary language to the extent necessary to sustain achievement (EC 52163.b).
- Activities which promote a positive self-image and cross-cultural understanding (EC 52163.5).

Secondary Level Language Learning Program (Option d)

Secondary Level Language Learning Program includes instruction delivered by a bilingual cross-cultural teacher or a language development specialist assisted by a bilingual cross-cultural aide, and:

- Not less than one period a day of English language development, including when appropriate, reading and writing skills (EC 52163.a).

Individualized Education Program (IEP)

The IEP is a written statement developed in a meeting of the individualized education program team. The IEP should contain:

- Present level of the pupil's educational performance (EC 56345 (a) (1)).
- Annual goals and short term instructional objectives (EC 56345 (a) (2)).
- Specific special education instruction and related services to be provided (EC 56345 (a) (3)).
- Extent of participation in regular education programs (EC 56345 (a) (4)).
- Projected initiation dates and anticipated duration of programs and services (EC 56345 (a) (5)).
- Evaluation procedures and schedules for determining, at least on an annual basis, achievement in instructional objectives (EC 56345 (a) (6)).
- Provision for transition into regular class program when appropriate (EC 56345 (b) (6)).

- Primary language instructional support in non-elective classes required for graduation (EC 52163.5).

- Activities which promote a positive self-image and cross-cultural understanding (EC 52163.5).

Elementary Individual Learning Plan (ILP) consists of (f):

- English language development (EC 52163.f, 52163.5).

- Instruction in academic subjects to the extent such instruction is required to sustain academic achievement. LEP pupils with greater strength in his or her primary language shall receive instruction through the primary language (EC 52163.5).

- Activities which promote a positive self-image and cross-cultural understanding (EC 52163.5).

Secondary Individual Learning Program (ILP) consists of:

- Instruction in academic subjects to the extent instruction is required to sustain academic achievement. LEP pupils with greater strength in his or her primary language shall receive instruction through the primary language (EC 52163.5).

- English language development (EC 52163.e, 52163.5).

- Activities which promote a positive self-image and cross-cultural understanding (EC 52163.5).

When appropriate, the IEP may include:

- For pupils in grades K to 6, or pupils of comparable chronological age, pre-vocational career education (EC 56345 (b) (1)).

- Extended school year services when needed as determined by the IEP team (EC 56345 (b) (5)).

For secondary student's IEP may also include:

- Specially designed vocational education and career development opportunities (EC 56345 (b) (2)).

- Alternative modes or means necessary for the student to meet the district's adopted proficiency standards for graduation (EC 56345 (b) (3)).

For student's whose primary language is other than English, the IEP shall include:

- Linguistically appropriate goals, objectives, programs and services (EC 56345 (b) (4)).

For pupils with low-incidence disabilities, the IEP shall include:

- Specialized services, materials, and equipment consistent with guidelines established pursuant to EC 56136 (EC 56345 (7)).

Each pupil with exceptional needs shall receive a continuum of program options designed to meet the needs of the individual. The continuum of program options shall include all of the following:

- Resource specialist program (EC 56362)
- Designated instruction and services (EC 56363)
- Special classes or centers (EC 56364)
- Nonpublic nonsectarian school services (EC 56365)
- State special schools (EC 56367).

6. SURVEY OF DISTRICT PROGRAMS

STATE DEPARTMENT OF EDUCATION
Developed by: Office of Special Education, Maria Vasquez, Consultant
Division of Special Needs

Local Education Agency	Language(s)	Project Director/Contact Persont	Grade Level	Type of Program/Materials
ABC Unified School District 16700 Norwalk Boulevard Cerritos, CA 90701	Portuguese Spanish	Jay Wilbur, Administrator Special Education (213) 926-5566, Ext. 2189 Lilia Stapelton, Administrator Special Programs and Services (213) 926-5566, Ext. 2195	K-6	RSP and SDC assessment procedures merged, bilingual speech and language services, instructional materials and handbook for parent education (Spanish). Language delay and the Limited English: Which Language for Therapy? Evaluation report available also.
Cajon Valley School District 189 Roanoke Road El Cajon, CA		Anne Gupta (619) 588-3020		Part-time resource specialist works as liaison with ESL and special education programs.
Diagnostic School for Neurologically Handicapped 1818 West Ashlan Fresno, CA 93705	Spanish	Pamela Vives, Language Speech and Hearing Specialist (209) 222-6573	3-21 years	Conduct diagnostic assessment for LEP pupils; experience in non-biased assessment measures.
El Centro School District 1256 Broadway Post Office Box 647 El Centro, CA	Spanish	Elinor Tenney (619) 352-5712		Train translators to work with psychologist; IEP forms and process explained to parents.
Fremont Union High School 6739 Devonshire Drive Cupertino, CA 95008		Sharon Holmes (408) 737-6259		Pilot program for LEP pupils with learning handicaps.
La Puente Unified School District 1600 Workman La Puente, CA 91744	Spanish	Cecilia Morales, Teacher (213) 330-5066	Grades 1-3 Preschool	Bilingual materials for SDC, district-made asssment tools.
Lennox School District 10319 South Firmona Lennox, CA 90304	Spanish Cantonese	Susan Caldwell, Coordinator Psychological Services (213) 673-3490		SPED/LEP guidelines.

Local Education Agency	Language(s)	Project Director/Contact Person	Grade Level	Type of Program/Materials
Los Angeles Unified School District Psychological Services 450 North Grand Los Angeles, CA 90051	Spanish Cantonese	Hilda Carder, Senior Psychologist (213) 284-1926 Pat Morales (213) 625-6171		Guidelines for referral procedures and the identification of LEP students with exceptional needs using informal and alternative assessment techniques for special education programs.
Los Angeles Unified School District Hollywood High School 1521 North Highland Avenue Hollywood, CA 90028	Spanish	Steve Sloan, Coordinator ESL (213) 461-3891	Secondary	Procedural steps for referral/assessment.
Oceanview School District 16940 B Street Huntington Beach, CA 92647	Spanish Cantonese	Laura Rydell (714) 847-2551, Ext. 246 Sharon Crosby (714) 894-7311, Ext. 213		Alternative means of assessment for LEP pupils.
Redwood City Unified 815 Allerton Street Redwood City, CA 94063	Spanish	Robert Costa Director Projects Department (415) 365-1550, Ext. 52		Tutorial Reading Program for pupils reading below grade level in Spanish.
Riverside Unified School District Post Office Box 2800 Riverside, CA 92516	Spanish	Mrs. Mary DiSessa (714) 788-7142		PL94-142 Mini Grant to provide district wide inservice! Language-speech specialist also provides instructional services in both languages.
San Diego Unified 4100 Normal Street Room 3116 San Diego, CA		Daga Carritte (619) 293-8446		Severe language disorder program for pupils with significant delays in their primary language.
San Joaquin County Superintendent of Schools Office San Joaquin County Special Education Programs 3555 Wilmarth Road Stockton, CA 95205	Spanish	Jacki Cottingim, Director (209) 931-4514 Rebecca Sapien, Program Specialist (209)466-5471	6-12 years Secondary	Bilingual CH program, program description and curriculum model available. Bilingual learning handicapped teacher and instructional aides.

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Local Education Agency	Language(s)	Project Director/Contact Person	Grade Level	Type of Program/Materials
San Jose Unified 1605 Park Avenue San Jose, CA 95126	Spanish Portuguese Chinese Cantonese Limited services in Vietnamese	Barbara Ellingson Program Specialist (408) 998-6196	K-8 speech diag. in Spanish Pre K-12	LH, CH, speech assessment in Spanish and Portuguese, SDC and RS programs in Spanish and Portuguese.
Santa Ana Unified 1405 French Street Santa Ana, CA 92701		(714) 558-5501		Guidelines for educational evaluation of bilingual/LEP pupils.
Santa Barbara Unified 723 East Cota Street Santa Barbara, CA 93103	Spanish	Joyce Spezman Bilingual Specialist (805) 963-4331, Ext. 260	K-12	Referral procedures for LEP pupils, program linkages between Bilingual and Special Education.
Ventura Unified 120 East Santa Clara Ventura, CA 93001	Spanish	Noel Lacayo (805) 648-5391 Jose Montano (805) 648-5391, Ext. 40		Departments (Speech/Special Education, Milgrant Education, and Bilingual Education) are interfaced so that referrals to Special Education are made only when necessary.

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H. SELF-ASSESSMENT CHECKLIST*

The following checklist is designed as a tool for self-assessment. It is designed to focus on merging procedures required by state special education and bilingual education law. These suggestions also include procedures which extend beyond legal requirements and reflect good educational practices.

District Procedures/Administration

____ 1. Coordination exists between special education and bilingual education, including a systematic approach for merging identification, assessment, and program services.

____ 2. Schools within the district understand and have documented articulation plans for placing students who are linguistically different into special education programs. Staff within a school has a clear understanding of how to refer limited-English-proficient (LEP) pupils for special education.

____ 3. Districts with federal LAU plans (Lau v. Nichols, 1974) include cross-references to the district's special education services for LEP pupils with exceptional needs.

____ 4. State language census (R-30IC, Pupil Count) includes LEP pupils with special education needs.

The following steps presented are suggested when implementation of both bilingual and nondiscriminatory assessment requirements occurs:

Identification Procedures

____ 1. All students with exceptional needs who have a home language other than English have been identified as either limited-English proficient (LEP) or fluent-English proficient (FEP).

____ 2. Student records include information on the child's home language survey and identify the pupil as LEP or FEP.

____ 3. Limited-English-proficient students have been diagnosed in English and in the primary language in the four areas of language proficiency (understanding, speaking, reading, writing) and in the basic skills areas. For LEP students unable to benefit from an oral language assessment to determine oral fluency, alternative measures and procedures have been developed.

____ 4. Parents of LEP children have been notified of the results of initial identification of pupil.

____ 5. Student files indicate the designated language of instruction based on the student's strengths in both English and the primary language.

____ 6. Each LEP pupil recieves bilingual services that include at a minimum an individual learning plan (ILP).

Nondiscriminatory Assessment Procedures

____ 1. The LEP child suspected of being an individual with exceptional needs has been carefully prescreened prior to referral for special education. Prereferral may include student study team, observation and consultation with bilingual staff, parents, etc. The objective is to ensure that the child's needs cannot be met with modifications of the regular program and do require special education.

____ 2. Bilingual classroom teachers have been trained to work with students with exceptional needs and to detect when a pupil may have an exceptional need.

____ 3. The assessment plan of a LEP child suspected to be in need of special education includes collecting data from the ESL teacher, bilingual instructional aide(s), parent(s), and otehr staff most familiar with the student's progress. Developmental data, psychological processing data, expressive and receptive language skills, and social adjustment are but a few areas the bilingual person can collect information.

____ 4. The assessment plan of special education includes a review of any previous assessment data in English and in the primary language, educational history in U.S. or previous schooling, previous program modifications, developmental data and health histories, and any assessments of academic potential.

____ 5. The district has established testing procedures for LEP students who have been referred for special education. Test matrices are developed which include the handicapping conditions most difficult to assess when working with LEP students.

The following suggestions are for clarifying the role of bilingual s aff and special education staff so that coordinated services are provided for pupils eligible for both.

Bilingual Teachers and Aides

____ 1. Bilingual staff members participate in student study teams and individualized education program (IEP) team meetings when LEP or bilingual pupils are referred. Bilingual staff members are consulted when 'borderline' or low functioning LEP pupils are referred.

____ 2. Bilingual staff members attend Community Advisory Committee (CAC) meetings, are familiar with the Special Education Local Plan Area (SELPA) administrative structure and have read the local plan.

____ 3. Bilingual staff members assist in developing and implementing bilingual special education delivery systems for LEP pupils with exceptional needs. Several examples include:

- Coordinated services model (team teaching)

- Integrated services model (BL special education staff with support from BL program)

____ 4. Bilingual staff members assist assessment personnel in developing testing matrices and procedures for special education assessment.

Special Education and Psychologist

____ 1. Speech and language specialists attempt to increase their understanding of first and second language acquisition, assessment techniques, and materials.

____ 2. Special education staff members who provide instruction attempt to increase their understanding of first and second language acquisition and the role the primary language plays for cognitive growth and development.

____ 3. Some special education staff and psychologists and currently preparing for the bilingual certificate of assessment in special education.

____ 4. Special education staff members assist the bilingual parent advisory committee and the migrant parent advisory committee in understanding special education services.

____ 5. Selected assessment personnel, i.e., speech and language specialists and psychologists, review tests to determine if they are racially, linguistically, or culturally discriminatory and share the findings with other staff in the district.

Program Integration

____ 1. The IEP developed for LEP pupils incorporates the major components of the ILP (as appropriate) and specifies goals and objectives which are linguistically appropriate.

____ 2. The IEP includes which instructional materials will be used and which language is used for instruction.

____ 3. Instructional staff who implement the IEP meet regularly to share information, instructional strategies, and ongoing progress reports.